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AUTHOR Bell, T. H.
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ABSTRACT

After a brief mention of the financial uncertainty of colleges and universities in the 1970's and some speculation on hopeful trends in higher education, this document discusses some federal activities in higher education that are often overlooked. One such federal program is I-E-L (Federal Coordinator for Industry-Education-Labor) that brings together leadership, information, and ideas from the worlds of business, training, and work. Another federal program is HEGIS (The Higher Education General Information Survey), which is a comprehensive survey of statistics of institutions of higher learning. The document also gives some suggestions for the fiscal and philosophical survival of colleges and universities. Those suggestions are: (1) fiscal responsibility; (2) more attention to students' rights; (3) more consumer orientation; (4) more career education orientation; (5) retention of a strong humanities program; and (6) teaching communications skills necessary for success in the work world. Some things colleges and universities might do are to: (1) review the efficiency of their operation; (2) expand course offerings to adult students; and (3) eliminate the dichotomy between so-called academic learning and vocational education. (Author/KE)

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HIGHER EDUCATION MANAGEMENT: AN OVERVIEW *

T. H. BELL

U.S. COMMISSIONER OF EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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BEFORE I PROCEED, I WANT TO CONVEY GREETINGS TO ALL OF YOU FROM SECRETARY WEINBERGER. HE HAD INTENDED TO BE HERE, BUT A SCHEDULING CONFLICT MADE HIM CHANGE HIS PLANS. I APPRECIATE VERY MUCH THE OPPORTUNITY TO ADDRESS THIS MEETING IN HIS PLACE.

THE FACT THAT COLLEGE AND UNIVERSITY BUSINESS OFFICERS HAVE A NATIONAL ORGANIZATION AS WELL AS REGIONAL ASSOCIATIONS LIKE YOURS IS PROOF BOTH THAT THEY ARE AWARE OF MANY COMMON PROBLEMS AND THAT THEY ARE WILLING TO SHARE IDEAS ABOUT HOW TO SOLVE SOME OF THOSE PROBLEMS.

INSTITUTIONS OF HIGHER LEARNING ARE IN A PERIOD OF FINANCIAL UNCERTAINTY. WHILE WE DO NOT BY ANY MEANS HAVE ANSWERS TO ALL OF THE PROBLEMS FACING THE POSTSECONDARY EDUCATION COMMUNITY, WE DO KNOW THAT SOUND BUSINESS MANAGEMENT IS ESSENTIAL. COLLEGES AND UNIVERSITIES MUST OPERATE WITH ADMINISTRATIVE EFFICIENCY, WITH DUE REGARD FOR STUDENTS' RIGHTS, AND WITH PROPER CONCERN FOR THE PRIORITIES OF THE SOCIETY OUTSIDE THEIR DOORS. IF THEY DO NOT, THEY WILL BE HARD PUT TO STAY IN BUSINESS AS WE ENTER THE FINAL QUARTER OF THIS CENTURY.

I DO NOT SHARE THE VIEW OF A NUMBER OF WRITERS THAT HIGHER EDUCATION TODAY IS IN A DEPRESSION. MANY COLLEGES AND UNIVERSITIES ARE FINDING IT INCREASINGLY DIFFICULT TO OPERATE IN THE BLACK, BUT AT THE SAME TIME THAT SOME COLLEGES ARE CLOSING OTHERS ARE OPENING. OVERALL, THE NUMBER OF COLLEGIATE INSTITUTIONS IS INCREASING.

* PREPARED FOR THE ANNUAL MEETING OF THE WESTERN ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS; SAN FRANCISCO, CALIFORNIA, MAY 5, 1975, 9:15 A.M. PDT (12:15 P.M. EDT).

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FURTHER, IT IS IMPORTANT TO PLACE THE FINANCIAL CONDITION OF COLLEGES AND UNIVERSITIES IN THE 1970s IN PERSPECTIVE.

HIGHER EDUCATION EXPERIENCED A PHENOMENAL BOOM IN THE 1960s. ENROLLMENT MORE THAN DOUBLED, AND COLLEGES AND UNIVERSITIES RUSHED TO AUGMENT CLASSROOM AND DORMITORY SPACE. THE MONEY FOR THIS EXPANSION--FEDERAL AND OTHER MONEY--CAME READILY ENOUGH, BUT THERE WAS NO TIME FOR THE CAREFUL PLANNING AND CONSIDERATION OF LONG-RANGE OBJECTIVES THAT WOULD MAKE FOR A MORE ORDERLY DEVELOPMENT.

NOW THE BOOM HAS LEVELED OFF. FEDERAL PRIORITIES HAVE SHIFTED TO REFLECT CHANGING PUBLIC NEEDS. INFLATION IS A FACT OF LIFE, AND MANY COLLEGES AND UNIVERSITIES ARE STRUGGLING TO BALANCE CURRENT NEEDS AND REVENUES.

BUT I AM NOT SURE THE IMMEDIATE OUTLOOK IS NECESSARILY BLEAK. ENROLLMENT MAY HAVE PEAKED AS FAR AS THE AGE GROUP THAT TRADITIONALLY ATTENDS COLLEGE IS CONCERNED. THE BABY-BOOM GENERATION HAS ENTERED THE MAINSTREAM OF ADULT LIFE--OR, AS ONE UNIVERSITY ADMINISTRATOR PUT IT, "THE PIG HAS PASSED THROUGH OUR PART OF THE PYTHON." BUT IT DOES NOT AUTOMATICALLY FOLLOW THAT ENROLLMENT WILL DECLINE IN PROPORTION AS THE MEAN AGE OF THE OVERALL POPULATION RISES. COLLEGES AND UNIVERSITIES HAVE TENDED TO FORECAST THEIR ENROLLMENTS IN TERMS OF YOUNG PEOPLE IN THE 18 TO 24 AGE CATEGORY, BUT IT SEEMS TO ME THIS IS UNNECESSARILY RESTRICTIVE.

ALSO, THE PICTURE IS UNEVEN. WHILE SOME INSTITUTIONS REPORT THEY ARE IN SERIOUS FINANCIAL TROUBLE, OTHERS SEEM TO BE DOING PRETTY WELL. COLLEGE ENROLLMENT HAS ACTUALLY INCREASED.

RATHER THAN CHARACTERIZE THE CURRENT PERIOD AS A DEPRESSION, I WOULD CALL IT ONE OF FINANCIAL UNCERTAINTY FOR COLLEGES AND UNIVERSITIES. I THINK IT IS A TRANSITIONAL PERIOD, AND I AM HOPEFUL ABOUT THE FUTURE.

THE FEDERAL ROLE IN ASSISTING HIGHER EDUCATION IS NECESSARILY A LIMITED ONE, AND REFLECTIVE OF A FEDERAL ASSESSMENT OF PUBLIC NEEDS. LANGUAGE IN THE PROPOSED FISCAL 1976 BUDGET FOR THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE STATES THE ADMINISTRATION'S POSITION AND DEFINES THE FEDERAL GOVERNMENT'S PRIMARY MISSION IN THIS WAY:

THE PRIMARY RESPONSIBILITY FOR PUBLIC EDUCATION RESTS WITH STATE AND LOCAL GOVERNMENTS. FEDERAL ASSISTANCE IS FOCUSED ON EQUALIZING EDUCATIONAL OPPORTUNITY FOR DISADVANTAGED STUDENTS AND IMPROVING THE PROGRAMS OF LOCAL AND STATE EDUCATIONAL AGENCIES TO PROVIDE BETTER EDUCATIONAL SERVICES.

NEVERTHELESS, THE FEDERAL GOVERNMENT IS HEAVILY INVOLVED IN ASSISTANCE TO HIGHER EDUCATION OF VARIOUS KINDS, NOT ALL OF WHICH CAN BE MEASURED IN DOLLARS.

LET ME MENTION A COUPLE OF NON-DOLLAR FEDERAL ACTIVITIES OFTEN OVERLOOKED BUT NEVERTHELESS OF REAL VALUE TO HIGHER EDUCATION.

AS ONE EXAMPLE, WITHIN THE OFFICE OF EDUCATION WE HAVE A FEDERAL COORDINATOR FOR INDUSTRY-EDUCATION-LABOR. THE CONCEPT OF I-E-L IS TO BRING TOGETHER LEADERSHIP, INFORMATION, AND IDEAS FROM THE WORLDS OF BUSINESS, TRAINING, AND WORK. WE HOPE THE ACTIVITIES OF THIS OFFICE WILL BE USEFUL IN FOCUSING ON PRACTICAL WAYS IN WHICH THESE SEGMENTS OF OUR SOCIETY CAN COOPERATIVELY GENERATE OPPORTUNITIES FOR EVERY

CITIZEN TO PUT HIS OR HER TALENTS TO MAXIMUM USE, BOTH FOR SELF IMPROVEMENT AND FOR THE BENEFIT OF SOCIETY AS A WHOLE. SURELY ONE OF THE MOST PERPLEXING FRUSTRATIONS WE HAVE TO DEAL WITH TODAY IS THE GROWING NUMBER OF WELL TRAINED PERSONS UNEMPLOYED IN AN UNFILLED JOB MARKET. I-E-L IS AN EFFORT TO DO A BETTER JOB OF MATCHING INDIVIDUAL INITIATIVE WITH NECESSARY TRAINING FOR SELF-SATISFYING AND CONSTRUCTIVE WORK.

ANOTHER OVERLOOKED FEDERAL RESOURCE IS THE HIGHER EDUCATION GENERAL INFORMATION SURVEY--HEGIS FOR SHORT. HEGIS IS THE MOST COMPREHENSIVE SURVEY OF STATISTICS OF INSTITUTIONS OF HIGHER LEARNING WE HAVE EVER HAD. THE 10th ANNUAL SURVEY, COMING OUT THIS MONTH, WILL REFLECT EFFORTS BY A NUMBER OF PEOPLE IN THE OFFICE OF EDUCATION, COLLEGIATE BUSINESS OFFICERS, INSTITUTIONAL RESEARCHERS AND OTHERS CONCERNED WITH FINANCIAL STATISTICS, TO PROVIDE MORE COMPREHENSIVE, MEANINGFUL, AND USEFUL DATA. WE HAVE MADE A NUMBER OF REVISIONS IN HEGIS WHICH SHOULD MAKE IT AN INCREASINGLY RELIABLE MANAGEMENT TOOL FOR YOU.

MORE INSTITUTIONS ARE NOW REPORTING FINANCIAL DATA. THE REPORTING IS MORE STANDARDIZED, AND WE NOW HAVE COORDINATORS IN A MAJORITY OF THE STATES HELPING TO COLLECT THE DATA. THESE STATE COORDINATORS ARE ALSO ANALYZING THE DATA FOR THEIR OWN PURPOSES, AND THEIR SCRUTINY PROVIDES ADDITIONAL INCENTIVE FOR ACCURATE DATA.

WHILE WE STILL HAVE MORE QUESTIONS THAN ANSWERS IN OUR EFFORT TO MEASURE THE FINANCIAL HEALTH OF INSTITUTIONS OF HIGHER EDUCATION, HEGIS IS GIVING US MORE INSIGHT INTO THIS PROBLEM ALL THE TIME. IT IS ALSO HELPING STATE LEGISLATORS AND PLANNERS TO UNDERSTAND BETTER THE CONDITION OF THE PARTICULAR INSTITUTIONS WITH WHICH THEY HAVE TO DEAL.

I-E-L AND HEGIS ARE JUST TWO EXAMPLES OF THE KIND OF FEDERAL ASSISTANCE TO HIGHER EDUCATION NOT INCLUDED IN THE USUAL PICTURE.

NOW, WHERE DOES THE MONEY COME FROM TO OPERATE HIGHER EDUCATION? THESE ARE FOUR MAIN SOURCES:

1. TUITION.
2. STATE AND LOCAL GOVERNMENT.
3. FEDERAL GOVERNMENT.
4. PRIVATE GIFTS.

TUITION IS ABOUT AS HIGH AS IT CAN GO IN MANY IF NOT MOST PLACES. INCOME FROM STUDENTS WILL ALWAYS BE LIMITED TO ONLY A PART OF THE COST OF EDUCATING THEM UNLESS HIGHER EDUCATION IS TO BECOME AN ELITE OPPORTUNITY WHICH ONLY THE VERY WEALTHY CAN AFFORD. OBVIOUSLY, NO ONE SERIOUSLY SUPPORTS THAT PROPOSITION. THEREFORE, COLLEGES AND UNIVERSITIES MUST CONTINUE TO RELY UPON OTHER SOURCES OF INCOME TO SUPPORT THEIR OPERATING COSTS.

STATE GOVERNMENTS HAVE SHOULDERED AN INCREASING SHARE OF THE COST BURDEN. AS BETTER ACCOUNTING PRACTICES ARE DEVELOPED, STATE PLANNERS WILL BE ABLE BETTER TO ASSESS THE REAL FINANCIAL CONDITION OF THEIR INSTITUTIONS OF HIGHER EDUCATION, AND WE MAY HOPE THAT BETTER PLANNING WILL RESULT IN APPROPRIATIONS MORE CAREFULLY ADJUSTED TO NEEDS.

FEDERAL FUNDING REFLECTS FEDERAL PRIORITIES AND, WHILE THE PERCENTAGE OF FEDERAL SUPPORT HAS BEEN FAIRLY CONSISTENT, AND THE AMOUNT IN DOLLARS HAS INCREASED DRAMATICALLY OVER THE YEARS, FEDERAL ASSISTANCE WILL CONTINUE TO BE LIMITED TO THOSE AREAS THAT IMPACT ON NATIONAL POLICY. OUR MAJOR THRUST AT THE PRESENT TIME IS TO HELP STUDENTS AND DEVELOPING INSTITUTIONS.

BUT--IF YOU THINK FEDERAL PARTICIPATION IN HIGHER EDUCATION IS NOT ALL IT COULD BE, JUST TAKE A LOOK AT THE AMOUNT OF SUPPORT GIVEN HIGHER EDUCATION BY BUSINESS AND INDUSTRY. THIS IS THE SECTOR OF SOCIETY THAT MOST DIRECTLY AND TANGIBLY BENEFITS FROM THE PRODUCT OF HIGHER EDUCATION--SKILLED MANPOWER. YET IT DOES THE LEAST IN TERMS OF SUPPORT. AS A PERCENTAGE OF YOUR TOTAL INCOME, CONTRIBUTIONS FROM BUSINESS AND INDUSTRY ARE ALMOST NEGLIGIBLE. CORPORATE GIVING IS LARGELY AN UNTAPPED WELL. SURELY THE POTENTIAL DESERVES IN-DEPTH EXPLORATION, AND I RECOMMEND YOU EXPLORE IT MORE DEEPLY THAN EVER BEFORE.

IF THE FINANCIAL PICTURE IS UNCLEAR, THE PHILOSOPHICAL PICTURE IS NO LESS SO. WHAT IS EDUCATION? WHAT IS THE PRODUCT OF EDUCATION? HOW DO WE MEASURE PRODUCTIVITY IN EDUCATION? WHO BENEFITS? WHERE SHOULD THE RESPONSIBILITY LIE FOR SUPPORT OF EDUCATION?

FROM MY VANTAGE POINT AS EDUCATOR, FORMER SCHOOL ADMINISTRATOR, AND CURRENTLY AS A PART OF THE FEDERAL ESTABLISHMENT, LET ME GIVE YOU A SMALL LIST OF THINGS I THINK COLLEGES AND UNIVERSITIES MUST DO--FISCALLY AND PHILOSOPHICALLY--TO SURVIVE IN THE DECADE IMMEDIATELY AHEAD, AND SOME THINGS I THINK THEY MIGHT DO.

FIRST, COLLEGES AND UNIVERSITIES MUST BE FISCALLY RESPONSIBLE. THIS MEANS SOUND BUSINESS PROCEDURE, MANAGEMENT BY OBJECTIVES, PERFORMANCE ACCOUNTABILITY, AND ALL THE REST OF IT. THIS WILL CALL FOR SOME PAINFUL DECISIONS--SOME HARD ACTIONS GROWING OUT OF FACING REALITY.

I HARDLY NEED TO EXPOUND ON THE IMPORTANCE OF THIS TO AN AUDIENCE OF BUSINESS OFFICERS. HOWEVER, I PUT THIS ITEM FIRST ON THE LIST BECAUSE (A) I THINK IT IS FIRST IN IMPORTANCE--IF AN INSTITUTION FILES BANKRUPTCY PAPERS, NOTHING ELSE MATTERS MUCH; (B) FISCALLY RESPONSIBLE INSTITUTIONS HAVE A BETTER CHANCE OF STAYING THAT WAY--PREVENTION IS ALWAYS EASIER THAN

CURE, AND (C) I WANT TO EMPHASIZE THAT THE DEGREE OF FISCAL RESPONSIBILITY OF HIGHER EDUCATION WILL MORE AND MORE DETERMINE THE FEDERAL RESPONSE TO HIGHER EDUCATION PROBLEMS.

SECOND, COLLEGES AND UNIVERSITIES MUST PAY MORE ATTENTION TO STUDENTS' RIGHTS. FOR TOO LONG, ON MANY OF THE NATION'S CAMPUSES, THE UNIVERSITY HAS APPEARED TO ASSUME ALL OF THE RIGHTS AND THE STUDENT ALL OF THE RESPONSIBILITIES. A STUDENT'S DEGREE PROGRAM MUST CONSTITUTE A CONTRACT BETWEEN THE STUDENT AND THE INSTITUTION FOR REWARD BY THE INSTITUTION IN RETURN FOR SATISFACTORY PERFORMANCE BY THE STUDENT. I REALIZE THIS IS A CONTROVERSIAL SUBJECT, THAT NO PANCAKE WAS EVER FRIED SO THIN IT DIDN'T HAVE TWO SIDES. I AM SPEAKING OF WHAT I PERCEIVE TO BE AN IMBALANCE OF RIGHTS AND RESPONSIBILITIES IN A CONTRACTUAL CIRCUMSTANCE. INSTITUTIONS OF EDUCATION, NO LESS THAN OTHER INSTITUTIONS IN OUR SOCIETY, MUST REFLECT AMERICAN PRINCIPLES OF DUE PROCESS OF LAW. THERE MUST BE A FAIR AND OPERABLE MECHANISM FOR APPEALS FROM ALLEGED UNFAIR GRADING, UNWARRANTED CHANGES IN DEGREE PROGRAMS, AND OTHER ISSUES INVOLVING BASIC RIGHTS. STUDENTS, TOO, ARE CITIZENS.

THIRD, I BELIEVE THAT COLLEGES AND UNIVERSITIES MUST BECOME MORE CONSUMER ORIENTED. AGAIN I RECOGNIZE THAT I AM IN CONTROVERSIAL WATERS. BUT I THINK THE ISSUE HAS TO BE CONFRONTED. UNIVERSITIES MAY NOT THINK OF THEMSELVES AS "SELLING" PRODUCTS AND SERVICES, BUT THE STUDENTS AND PARENTS WHO SHELL OUT MONEY FOR TAXES AND TUITION DO THINK IN TERMS OF "BUYING." BUYING WHAT, I AM NOT EXACTLY SURE, BUT BUYING SOMETHING, CERTAINLY, AND INCREASINGLY THEY ARE ASKING WHAT THEY ARE GETTING FOR THEIR MONEY. CONSUMER ACTIVISM IS A FACT IN OUR SOCIETY RIGHT NOW, AND

INSTITUTIONS OF HIGHER LEARNING MUST GEAR UP A RESPONSE TO IT OR BE DEFEATED BY IT. SHODDY RECRUITING PRACTICES, FALSE ADVERTISING, AND THE LIKE WILL NOT BE TOLERATED.

FOURTH, I BELIEVE ALL POSTSECONDARY INSTITUTIONS MUST BECOME MORE CAREER EDUCATION ORIENTED. CIVILIZATION MUST HAVE ITS PHILOSOPHERS AND POETS, BUT CIVILIZATION MUST ALSO HAVE ITS PHYSICIANS AND PHYSICISTS. IN AN INCREASINGLY COMPLEX SOCIETY, JOB SECURITY DEMANDS INCREASINGLY COMPLEX SKILLS. CURRICULUMS MUST BE MORE RELEVANT TO CAREERS.

FIFTH, DESPITE WHAT I HAVE JUST SAID ABOUT CAREER EDUCATION, I THINK COLLEGES AND UNIVERSITIES MUST REMEMBER THAT MAN DOES NOT LIVE BY BREAD ALONE.

CAREER TRAINING IS IMPORTANT, BUT I NOTE WITH APPROVAL THAT ENROLLMENT IN THE ARTS AND HUMANITIES IS ON THE INCREASE. I THINK THAT COLLEGES AND UNIVERSITIES MIGHT WELL EXPAND THEIR OFFERINGS IN THESE AREAS, BOTH WITHIN THE DEGREE FRAMEWORK AND AS ELECTIVE OR INCIDENTAL STUDIES. HIGHER EDUCATION IS REMISS IF IT FAILS TO SEND ITS GRADUATES INTO THE WORLD OF WORK AS BETTER HUMAN BEINGS--MORE HUMANE, MORE CULTURED, MORE SENSITIVE, PREPARED TO LIVE A RICHER AND DEEPER LIFE.

EDUCATION IN DEPTH IS VITAL, AND THE ARTS AND HUMANITIES ARE CENTRAL TO ALL EDUCATION. THIS THOUGHT MUST UNDERGIRD ALL PROFESSIONAL PREPARATION YOUR INSTITUTIONS OFFER. BUT WITH THIS THOUGHT MUST GO THE COMPANION THOUGHT THAT THE FINAL TEST OF A PERSON'S EDUCATION HAS TO BE PLACEMENT IN MEANINGFUL WORK. A LIFE WITHOUT WORK IS SHALLOW, AND EDUCATION MUST RECOGNIZE THIS FUNDAMENTAL HUMAN NEED.

MY SIXTH "MUST" CENTERS ON THE FACT THAT, AT THE SAME TIME WE FOCUS ON THE NEED FOR INCREASINGLY COMPLEX SKILLS TO SURVIVE IN TODAY'S WORLD, SO MANY OF OUR COLLEGE GRADUATES APPEAR TO BE LACKING IN THE BASIC SKILLS OF COMMUNICATION, CALCULATION, AND REASONING.

YOU MAY ARGUE THAT IT IS NOT THE PROPER FUNCTION OF A COLLEGIATE INSTITUTION TO TEACH PEOPLE TO READ, WRITE, AND DO "TAKE-AWAYS" AND "GOZINTAS." I AGREE THAT THESE SKILLS SHOULD BE TAUGHT MUCH FURTHER DOWN THE LADDER. INDEED, SEVERAL FEDERAL PROGRAMS ARE DESIGNED TO GET THIS DONE. NEVERTHELESS I FEEL IT IS INCUMBENT ON COLLEGES AND UNIVERSITIES TO REMEDY AS MANY BASIC DEFICIENCIES AS THEY CAN BEFORE SENDING A GRADUATE INTO A WORLD IN WHICH COMMUNICATION SKILLS, REASONING PROFICIENCY, AND SOME SENSE OF ECONOMICS ARE ESSENTIAL TO UPWARD MOBILITY IF NOT SHEER SURVIVAL.

NOW SOME THINGS THAT COLLEGES AND UNIVERSITIES MIGHT DO TO IMPROVE THEIR FINANCIAL OUTLOOK . . .

FIRST, AND OBVIOUSLY, YOU CAN EFFECT ECONOMICS BY CONSTANTLY REVIEWING THE EFFICIENCY OF YOUR OPERATION. BUT, I SUPPOSE BECAUSE IT IS OBVIOUS, EFFICIENCY REVIEW IS OFTEN NEGLECTED. IT IS PARTICULARLY DIFFICULT TO TALK ABOUT HIGHER EDUCATION IN TERMS OF EFFICIENCY. A SCIENTIST ONCE SAID, "I CAN SCHEDULE MY HOURS BUT NOT MY DISCOVERIES." THAT'S CERTAINLY TRUE, BUT WHAT I AM TALKING ABOUT IS EFFECTIVE USE OF PLANT SPACE, OPTIMUM USE OF FACULTY TALENT, AND GOOD MANAGEMENT IN RUNNING THE INSTITUTION'S SUPPORT SERVICES.

SECOND, WITH LIFETIME LEARNING AN ESTABLISHED AND POPULAR CONCEPT, COLLEGES AND UNIVERSITIES MIGHT REVIEW THEIR COURSE OFFERINGS WITH A VIEW TOWARD ATTRACTING MORE ADULT STUDENTS IN SEVERAL CATEGORIES.

THERE ARE THE ADULTS WHO RETURN TO COLLEGE FOR REMEDIAL EDUCATION. I TOUCHED ON THIS EARLIER, SUGGESTING THAT MANY COLLEGE GRADUATES FIND THAT THEIR DEGREE PROGRAM HAS FAILED TO GIVE THEM ALL THEY NEED TO FULFILL THE EXPECTATIONS OF THEIR CAREER. THEY MAY BE DEFICIENT IN A BASIC COMMUNICATION SKILL.

THEN THERE ARE THE ADULTS WHO NEED CONTINUING EDUCATION TO KEEP ABEAST OF THEIR FIELD OR TO IMPROVE THEIR EARNINGS BY SWIMMING UP THEIR CAREER STREAM. STILL OTHER ADULTS MAY RETURN TO THE CAMPUS FOR LEARNING THAT WILL ADD A NEW DIMENSION TO THEIR CAREER OR TURN IT IN A DIFFERENT DIRECTION, EVEN THOUGH THEY MAY BE AT THE TOP OF THE LADDER IN THE TRADITIONAL JOB HEIRARCHY OF THEIR FIELD.

FINALLY, WE HAVE THOSE ADULTS WHO RETURN TO CAMPUS FOR LEISURE-TIME LEARNING. HOW MANY MEN AND WOMEN IN AMERICA TODAY DO YOU SUPPOSE DROPPED PIANO LESSIONS, SAY, WHEN THEY WERE CHILDREN OR 'TEENAGERS AND NOW WISH THAT THEY HAD REALLY LEARNED TO PLAY WELL? COLLEGIATE INSTITUTIONS MIGHT DO MORE EXPERIMENTING WITH NIGHT-TIME COURSES, OFF-CAMPUS OFFERINGS, AND WEEKEND OPPORTUNITIES THAT WOULD ATTRACT THE LEISURE-TIME LEARNER.

THE THIRD THING I AM GOING TO SUGGEST THAT COLLEGES AND UNIVERSITIES MIGHT DO IS TO RECONSIDER THE NOTION THAT THERE IS SOMETHING WRONG WITH WORKING WITH THE HANDS AS PART OF A COLLEGE COURSE.

WHILE APPRECIATING AND UNDERSTANDING THE ARTS HELP TO SHAPE A BROADER PERSONALITY AND MAKE A DEEPER LIFE POSSIBLE, THERE IS A BIT OF CREATIVITY IN EACH OF US, AND ONLY A VERY FINE LINE SEPARATES THE ARTS FROM ART AND FROM CRAFT.

IT HAS BEEN FASHIONABLE IN THE ACADEMIC WORLD TO DOWNGRADE LABOR PRODUCED WITH ONE'S HANDS, AS IF SOMEHOW THE BRAIN WAS NOT INVOLVED IN MAKING A CLAY POT. BUT, ESPECIALLY IN THIS AGE OF SEDENTARY TELEVISION WATCHING, WE NEED LEARNING EXPERIENCES THAT INVOLVE PHYSICAL ACTIVITY AND RESULT IN TANGIBLE PRODUCTS.

I SUGGEST THAT THE DICHOTOMY BETWEEN SO-CALLED ACADEMIC LEARNING AND VOCATIONAL EDUCATION IS AN OVERSTRAINED DISTINCTION. WE LIVE IN A CONSTANTLY CHANGING WORLD. WHO IS TO SAY WHAT IS PRACTICAL AND WHAT IS PURE? YESTERSAY'S ESOTERICS MAY BE TOMORROW'S ESSENTIALS. I SUSPECT THAT OPPORTUNITIES FOR COURSE OFFERINGS EXIST IN FIELDS OF LEARNING PREVIOUSLY CONSIDERED BY COLLEGES AND UNIVERSITIES TO BE OUTSIDE THEIR PROVINCE.

I BELIEVE THAT THE FUTURE IS BRIGHT FOR AMERICAN COLLEGES AND UNIVERSITIES, AND I BELIEVE THAT IF THEY KEEP THEMSELVES ADAPTABLE, OPEN, HONEST, AND CREATIVE, THEY WILL NOT ONLY SURVIVE--THEY WILL THRIVE.

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